



# **Level 2 Technical Certificate in Bricklaying (7905-20)**

**Qualification Report 2022**

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# Foreword

## Results August 2022

As you will likely be aware, Ofqual has announced that grading for General Qualifications this summer will be more generous than prior to the pandemic. This is partly due to managing the impact of disruption and learning loss on learner performance and also managing fairness between learners in different years who had different methods of determining their grades. Therefore, for A levels and GCSEs, grading will seek a midway position between 2019 and 2021, meaning, in general, results will be somewhat higher than prior to the pandemic. This year, 2022, is a transitional year and outcomes and standards will likely return to pre-pandemic levels in 2023.

Similarly, for Vocational and Technical Qualifications (VTQs), this summer will be a transitional year and Ofqual has now been clear that for VTQs “we should expect that this summer’s results will look different, despite exams and assessments taking a big step towards normality.” Ofqual has published a blog [What’s behind this summer’s VTQ results](#)

In acknowledgement of the disruption to learning and to support fairness for all learners certificating this summer (some of whom will be competing against learners taking General Qualifications for the same progression and higher education opportunities), we will be taking loss of learning into consideration, whilst still acknowledging the need to uphold the validity of the qualifications. On this basis, we have made the decision to apply a form of ‘safety net’ through some additional ‘generosity’ to both the theory examinations and synoptic assignments within our Technical Qualifications wherever appropriate, (noting that it may not be appropriate to apply where there is a clear impact on knowledge and skills to practice, particularly health and safety requirements or other relevant legislation). We are therefore also reviewing candidate work a few marks below (equivalent to 5% of maximum marks) the Pass and Distinction notional boundaries – the boundaries used during the awarding process as the best representation of maintaining the performance standard from 2019.

The reason for lowering boundaries, where appropriate, by 5% of the maximum marks available, is that it is broadly commensurate with the level of generosity learners are likely to see in General Qualifications at level 2 and level 3. Providing that senior examiners can support the quality of learners’ work seen below the notional boundaries and agree it is sufficient to maintain the integrity, meaning and credibility of the qualifications, the grade boundaries will be lowered across the full set of grades – e.g. Pass, Merit, Distinction and Distinction Star.

Given the circumstances, this is the best approach to take into account the disruption to teaching and learning across every learner in a fair and transparent way, and at the same time maintain the integrity and meaning of qualifications. This approach helps to level our Technical Qualifications awarding approach with that adopted for General Qualifications and other qualifications awarded in England and in the wider UK.

## Spring examination series 2022

Having taken this decision, we are also mindful of learners who have taken components in **Spring 2022** and believe they should also have access to the same level of generosity. For these learners, we wish to adopt a similar approach. Therefore, for learners taking Technical Qualification assessments in spring there will be similar generosity, through the addition of 5% of the maximum mark available for the assessment. It is a different mechanism to that we are using for the summer assessments but provides the same level of generosity to those learners taking assessments in the summer.

# Introduction

This document has been prepared by the Chief Examiner and Principal Moderator; it is designed to be used as a feedback tool for centres in order to enhance teaching and preparation for assessment. It is advised that this document is referred to when planning delivery and when preparing candidates for City & Guilds Technical assessments.

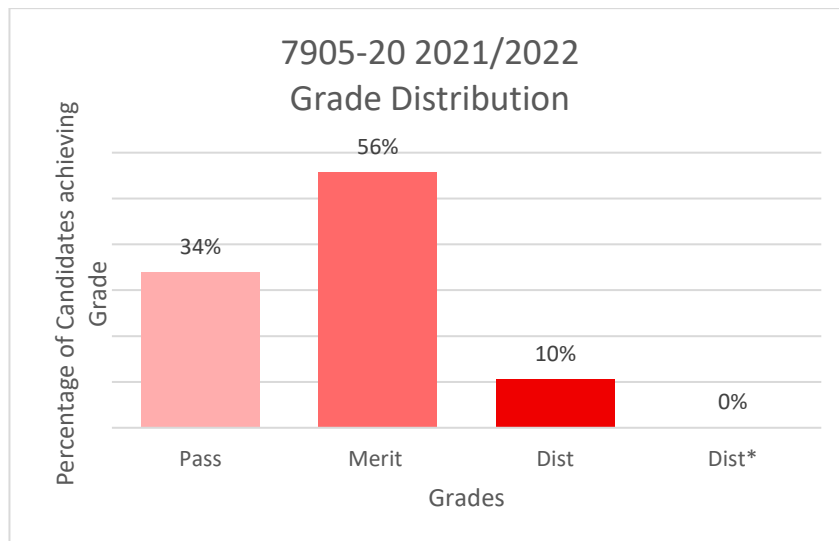
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2022 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments;

- 7905-003/503 Level 2 Bricklaying – Theory Exam
  - March 2022 (Spring)
  - June 2022 (Summer)
- 7905-004 – Level 2 Bricklaying – Synoptic Assignment

# Qualification Grade Distribution

The grade distribution for this qualification is shown below:



This data is based on the distribution as of 22<sup>nd</sup> August 2022.

Please note City & Guilds will only report qualification grades for candidates who have achieved all of the required assessment components, including Employer Involvement, optional units and any other centre assessed components as indicated within the Qualification Handbook.

# Theory Exam

## Grade Boundaries

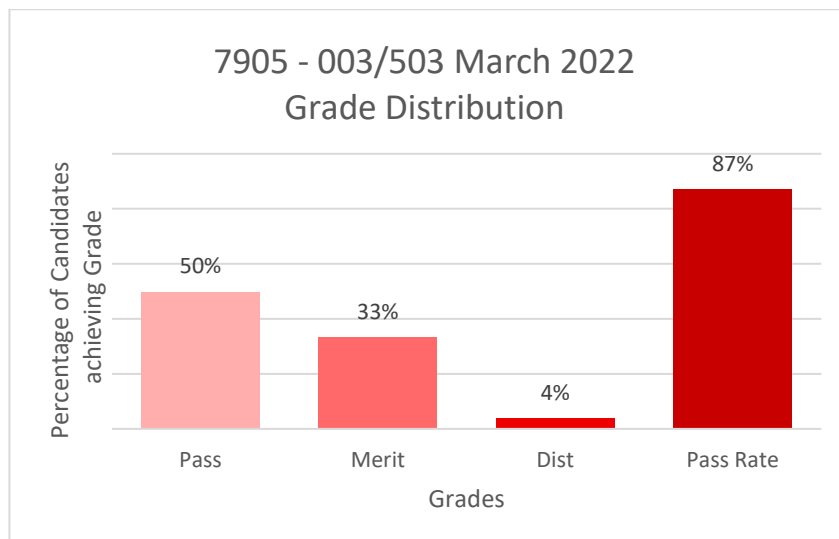
Assessment: 7905-003/503  
Series: March 2022 (Spring)

Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel.

<b>Total marks available</b>	<b>60</b>
Pass mark	26
Merit mark	35
Distinction mark	45

The generosity applied to the summer assessments will also retrospectively be applied to candidates who achieved their best result in spring. 5% of the base mark of the assessment will be added to their score rather than applied to boundaries.

The graph below shows the approximate distributions of grades and pass rate for this assessment, it does not account for any marks that have been amended due to generosity:

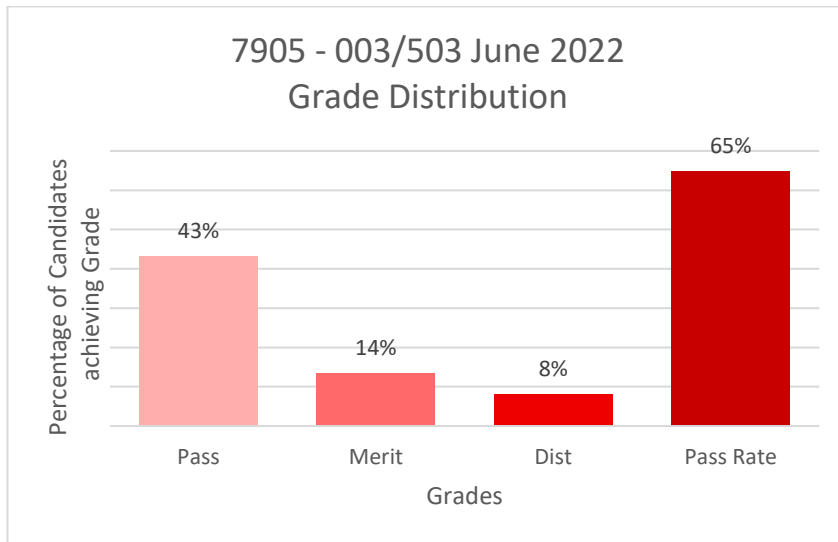


Assessment: 7905-003/503  
Series: June 2022 (Summer)

Below identifies the final grade boundaries for this assessment,

<b>Total marks available</b>	<b>60</b>
Pass mark	23
Merit mark	32
Distinction mark	42

The graph below shows the approximate distributions of grades and pass rate for this assessment using the above boundary marks:



# Chief Examiner Commentary

## Qualification Title: 7905-003/503 Level 2 Bricklaying -Theory Exam

### Series 1 – March 2022 (Spring)

This component was taken by 259 candidates, 135 Candidates took the exam on the Evolve system and 124 candidates took the exam on a paper-based system.

This paper covered a range of questions from units 201 (Principles of construction) and 202 (Building cavity walls). The paper was a multiple-choice based assessment and did not include any Extended Response Questions. The paper was structured to test recall of knowledge (AO1), understanding (AO2) and applied knowledge (AO4). The questions within this series were comparable with previous papers in terms of complexity.

Candidates generally performed well this series answering most of the AO1 questions correctly. The AO2 and AO4 questions highlighted some weaknesses in candidates' understanding.

Candidates tended to do better on the application questions around the following topics:

- 2.2 Types and uses of construction information
- 2.4 Health and Safety legislation
- 3.1 Planning a site layout
- 3.2 Site Welfare
- 3.3 Site Security
- 4.2 Types of building services
- 5.5 Types of building elements
- 2.3 Protect work environment
- 3.1 Information Sources used during planning
- 3.3 Prepare materials for building cavity walls
- 4.1 Walling components

Particular areas of weakness related to the following topics:

- 1.3 Communication within construction team
- 2.1 Building control and regulations
- 4.1 Purposes and materials of substructure
- 5.1 Wall types and their associated materials
- 5.2 Floor types and their associated materials
- 5.3 Roof types and their associated materials
- 1.1 Information sources used during planning
- 1.2 Calculate quantities for building single leaf masonry walls
- 1.3 Prepare materials for building single leaf masonry walls
- 4.2 Building cavity walls
- 4.3 Form openings in cavity wall

To improve candidate performance, centres are advised to reinforce the above topics when delivering the underpinning knowledge of these subjects. Candidates must ensure they fully read the questions carefully before selecting their responses and structure their time appropriately to be able allow sufficient time to read and make their selection.

Centres are encouraged to help and support their candidates with reading materials such as the reference books Bricklaying levels 2 and 3. Centres and candidates should familiarise themselves



with these questions and practice using the past papers provided on the City and Guilds website to gain a better understanding of answering the exam questions.

## Series 2 – June 2022

This component was taken by 37 candidates. 18 Candidates took the exam on the Evolve system and 19 candidates took the exam on a paper-based system.

This paper covered a range of questions from units 201 (Principles of construction) and 202 (Building cavity walls). The paper was a multiple-choice based assessment and did not include any Extended Response Questions. The paper was structured to test recall of knowledge (AO1), understanding (AO2) and applied knowledge (AO4). The questions within this series were comparable with previous papers in terms of complexity.

Overall, there was a weakness in knowledge and understating on unit 201 (Principles of construction). Candidates struggled across the board on topics within this unit and across the assessment objectives (AO1), (AO2) and (AO4).

Within unit 201, candidates did perform well on the following topics:

- 1.2 Building team
- 3.1 Planning
- 3.3 Security

Candidates performed well on the trade specific unit 202 (Building cavity walls), which demonstrates that candidates had a good knowledge and understating of this unit. However, candidates showed a lack of knowledge on questions relating to 1.1 and 3.1 Information sources used during planning. The questions around calculating the number of bricks required to build a wall of given dimensions proved to be a challenge with only 13% of the candidates selecting the correct answer. This was also the case where candidates were asked to calculate the number of wall ties required for a wall, with only 13% of the candidates selected the correct answer from the answers provided.

Within unit 202, candidates performed well on questions relating to:

- 2.1 Bond and build single lead masonry walls with stretcher bond.
- 2.3 Protect work environment

Candidates showed good knowledge across topics 3.1 to 4.3. They demonstrated good recall of knowledge (AO1), understanding (AO2) and application of knowledge (AO4) with majority of questions within these topics were answered correctly.

To improve candidate performance, centres are advised to remind candidates of the need to ensure they fully read and understand all questions before responding. Centres and candidates should familiarise themselves with the types of questions asked and practice using the past papers. Centres are encouraged to develop candidates understanding around unit 201 to enable them to perform well within this unit. Centres are also encouraged to help students develop their knowledge and understanding of the topic areas identified above. Centres are encouraged to help and support their candidates with reading materials such as the reference books Bricklaying levels 2 and 3, and to familiarise candidates with the qualification handbook.

# Synoptic Assignment

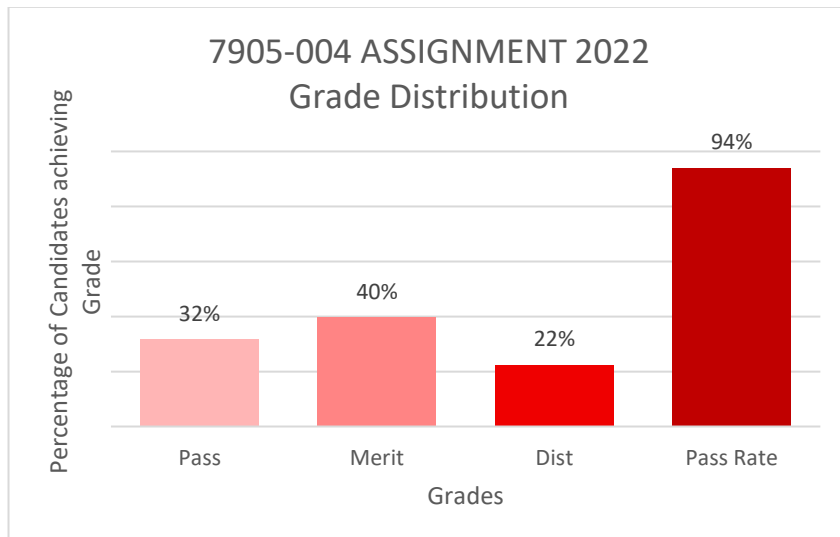
## Grade Boundaries

Below identifies the final grade boundaries for this assessment,

Assessment: 7905-004 Level 2 in Bricklaying  
Series: 2022

<b>Total marks available</b>	<b>60</b>
Pass mark	21
Merit mark	33
Distinction mark	45

The graph below shows the approximate distributions of grades and pass rate for this assessment using the above boundary marks:



## Principal Moderator Commentary

This series had the highest number of colleges taking the synoptic assignment to date, 17 in total. The task was fair and no more or less challenging than previous years, however there seemed to be a number of candidates who failed to complete the work in the allocated time. This has not arisen as a problem in past series. It was not true of all centres as there was some outstanding work.

The assignment this year was to build a cavity wall with partial fill insulation. The tasks were completed to a varied standards with most candidates able to complete the model in the allocated time.

Task 1. was to draw a semi-circular rough ringed arch to a scale of 1:10. The arch was to be labelled with the Span, Intrados, Extrados and Striking point. The weakest point of all assessments was the scaled drawings. Many candidates did not draw to scale and print the labelling between guidelines. Often a lack of drawing practice was apparent. This was not all centres as there were also some very strong examples.

Task 2. was the main assessment which required the candidates to set out and build a partial fill cavity wall. This had a window in the front elevation and an attached blockwork pier in the inner leaf wall. All necessary components had to be fitted to meet the Building Regulations. There was recommended time for completion of the model. The assignment needed setting out, and fully loading out before building the model. The majority of centres used new bricks, and this was reflected in the quality of the finished work produced by the candidates. Although marks were not ever deducted for the use of old bricks, as this was outside of the candidates' control, it can impact the overall quality of the finished work when bricks are reused.

Task 3. candidates were asked to complete an evaluation of their performance, and this was completed generally with honesty and good self-reflection outlining what had gone wrong and what could have been done better.

### AO1 Recall/Knowledge

Setting out of the model was generally completed with confidence and within tolerance. The length of the main wall allowed for the variation in brick sizes throughout the country and allowances were made for these variations. The drawings of the arch did vary between centres even though the assignment required a scaled drawing. Various questioning techniques were used to assess the candidate's knowledge. Practical Observation forms evidence generally followed the Performance Objectives.

### AO2 Understanding

This was the understanding necessary to complete the assignment in a logical and organised way. As expected, some candidates performed better than others, but many were able to complete the work without assistance. This was reflected in the range of marks and tutor's comments. The model seemed to be well interpreted and developed throughout the centres without confusion. Knowledge and understanding required to set the wall out. Build to DPC height. Place DPC, place wall ties and insulation. Prepare for work above DPC.

### AO3 Practical skills

The quality of work was varied, working within the set tolerances within the time allowance. There were some candidates who failed to complete the task and again there were many who completed to a very high standard. 40% of the marks are allocated for this Assessment Outcome and it's important that the assessors mention the performance against the tolerances, and other areas that will affect the allocation of marks.

#### AO4 Bringing it all together

It was evident that most candidates were able to use their knowledge, understanding and skills in order to complete the assignment, in a safe manner, within the recommended time. Most models were completed within time, with other candidates rushing to complete therefore their quality was compromised. Assessors commented that some candidates were better organised than others, highly motivated, worked safely, etc.

#### AO5 Attention to detail

The evidence indicated that the attention to detail, checking the quality of finish and working within tolerances, were all evident, however the degree of accuracy does vary between candidates. Safe working areas are generally always maintained. Also loading out prior to commencing the task proved beneficial to candidates allow them to produce quality models in a timely manner.

### **Summary**

The setting out, including the first course laid were beneficial to candidates. The front elevations and rear elevations of the completed wall including name board and date made it easier to differentiate between candidates. There was some excellent detail and justifications within the candidate record and practical observation forms, with some assessors being very thorough, giving detailed reasoning for the marks, they had allocated, and other assessors were brief, with little justification of the marks. Standardisation has been evident in most centres; however single tutors are still having problems with this area. Centres must continue to work at this. Some tutors were having difficulty with allocating marks using a holistic approach. It was the first time with this qualification for several centres, and the marking system should be easier to work with next time.